

# STANDARDS FOR TEACHER PROFESSIONAL DEVELOPMENT AND THE MODEL OF TEACHER CAREER

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## Abstract

The **aim** of the project was to work out the different level of eight main teacher competences developed earlier.

Four different **methods** were used for obtaining the necessary data:

- analysing and synthesizing the literature concerning teacher education, the competences, the teacher appraisal,
- analysing the teacher education and teacher appraisal practices in nine EU countries:, and in the United States,
- interviewing Hungarian teachers, school principals, teacher educators, stakeholders,
- experts' workshops.

As a **result**, we have found 6 different stages of career-development:

The presentation will include the special criteria and means of evaluation for each of the teacher standards. The system of standards serve as a basis for designing teacher education programs, the induction period, the CPD, and teacher assessment on different levels. The teacher development according to the career ladder and salary levels can be assessed by these standards.

**KEYWORDS:** teacher education, professional development, teacher assessment, competences, career stages.

## Introduction

The following study describes the results of a research and development project which started in 2005 and continued between 2009 and 2011. The work was carried out by a research group consisting of teachers from various Hungarian teacher training institutions, although the combination of this group changed from time to time. The results of this work were published in two Hungarian monographs. (Kotschy, 2011; Falus, 2011.)

### Methodology and methods

Our research and development was evidence-based in the sense that we applied some systems of competence which were developed on the basis of research concerning learning, teaching and teacher education. So, in the first phase we adapted those systems to the Hungarian situation. This source had theoretical and empirical research based orientation, but we were interested in the practice of the standard based teacher education as well. Therefore we studied the practical experiences of nine European countries and the United States as well. We made a detailed comparison of these country reports, published them in a book (Falus, 2011), and used the results in the development of our Hungarian proposal during the development of the Hungarian version we used not just the research results, the international practice, our own teacher training experience, but the results of interviews with teacher educators, teachers, school principals and stakeholders as well.

We worked out the first proposal for each of the standards, for each career level. Different small groups worked on each competence, and some other groups on levels. This first proposal was revised several times during numerous experts' team meetings. An almost final version was published on our website and discussed by a lot of outside experts, teachers, teacher educators and mentors from different parts of the country. After summarizing the remarks we made the final revision, and we published the final version for the present. (Kotschy, 2011)

In summary, we can distinguish the following research and development methods used during the project:

- Historical and comparative analysis of teacher qualifications, teacher pre- and in-service education, development of standards and their practical applications in ten different countries
- Questionnaires and interviews with teachers, student teachers, school principals and other stakeholders in teacher education and school practice.
- Analysis of different documents
- Workshops of researchers participating in the standards development process
- Countrywide discussion of proposals

## The aim

The general aim of the study was to develop a system of teaching standards which can be used as learning outcomes for teacher education and continuous professional development as well. And our hope

is that they can serve as criteria for deciding the achievement of a following step on the teacher career ladder.

### **The goals**

The goals were to develop such type of standards, their indicators and evaluation instruments by the help of which we can answer the following questions:

- What are the goals of TE?
- What should be the content of training?
- What are the criteria for awarding a diploma?
- What are the appropriate methods of TE?
- How to judge the quality of a TEI ?
- What kind of goals should students achieve, how can they regulate their learning?
- What are the indicators of a successful induction period?
- When does a teacher reach the next career phase?
- What are the aims of a congruent system of pre-service, induction, and in-service TE (continuous professional development)?

### **The research/development results**

#### *1. The core competences of teachers*

In order to ensure a professional basis for entry into and advancement within the teaching career it is necessary to define levels of development, or standards of teachers' knowledge and preparedness. *Teaching and pedagogical* (or "*educators*") *competences* are the sum of all the psychical developments, knowledge, attitudes and abilities which enable teachers to do their job successfully. Competences in this sense were first worked out in Anglo-Saxon countries, then in Europe and other countries of the world from the beginning of the 1990s onwards. Before working out our own system, we surveyed and analysed international research and development in the field. Thus English, Dutch, Swedish, Finnish, German, Austrian, Spanish, Italian, Romanian and American developments were analysed. (Falus, 2011)

As a first step, both in the case of international practice and for our own development, we attempted to define those content areas and competences the sum of which enables teachers to do their job successfully. These competences mark out directions for development. In order to be able to decide whether trainees can start their teaching practice (TP), whether they can be awarded a degree, or be promoted to the next stage of their teaching career, it is not enough to be familiar with the content of competences and their details: we also need to define at what level a certain person must possess these competences. The levels of competences which can be used for evaluation are called *standards*. In order to be able to judge whether the standards exist, it makes sense to work out and describe those elements of knowledge, attitudes and abilities which can be observed during professional activity. These elements of competences which indicate the existence of standards are called *indicators*. The candidate or the teacher who can be shown to have achieved the indicators is entitled to receive their degree or to advance to the next career level. The existence of standards, that is the achievement of the given level of development, the knowledge, attitudes and abilities appropriate to the indicators can be determined by various methods and means of evaluation.

When working out the level of competences for teachers the working party<sup>1</sup> based its work on two sources:

- a) the ministerial decree [15/2006 (03. IV.)] specifying the requirements for output standards and qualification in teacher training, and
- b) the list of teachers' competences which were formulated in 2006<sup>2</sup> at ELTE PPK [Eötvös Loránd University of Sciences, Faculty of Pedagogy and Psychology].

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<sup>1</sup> Standards were worked out within the framework of TÁMOP (Operational Program for Social Renewal) 4.1.2-08/1/b. 13. 'Working out methodology standards for career aptitude of teacher trainees and research on the success of training'. The leader of the working party: Iván Falus; members: Klára Felméry, Anna Imre, Orsolya Kálmán, Magdolna Kimmel, Zoltán Király, Beáta Kotschy, György Mészáros, Nóra Rapos, Katalin Tókos, Judit Ütőné Visi

<sup>2</sup> The leader of the working party: Iván Falus; members: Andrea Dömsödy, Orsolya Kálmán, Beáta Kotschy, Judit Szivák, László Trencsényi

(The two documents differ from each other in the number of competences they list. We incorporated the ministerial decree's 'preparation for life-long learning' into the existing eight elements of ELTE's list, thus from now on we shall be using these eight elements.)

The content of the eight competences can be summarised as follows:

### **1. Developing students' personality**

The teacher is able to create such pedagogical situations as enhance the intellectual, emotional, social and moral development of students by being aware of the special characteristics of child and in general human development and personality, and the unique features of learning; interpreting various concepts of human beings and children and the cultural and social influences forming these; and by taking into consideration individual needs and demands.

The teacher respects the students' personalities, is able to see value in everybody, is sensitive to the students' problems, and is able to offer personalised help.

1.1. Getting to know students, interpreting education and learning

1.2. Complex development of personality

### **2. Promoting and developing the formation of student groups and communities**

Being aware of the psychological, social and cultural characteristics of groups and group development, the teacher is able to create pedagogical situations for groups and communities which promote the commitment of group members towards their more immediate and broader communities. This will encourage them to readily participate in a democratic society, and to accept local, national, European and universal human values.

The teacher has an understanding of the characteristic features of our school system and so s/he is able to interpret and make use of those social-cultural processes in the interests of the students, thus influencing the students' chances and their lives inside and outside school.

In the school world the teacher consciously manages a diversity of values, is open to meeting and respecting the opinions and values of others; s/he is able to create pedagogical situations which promote the acceptance of these values.

2.1. Group development and community values

2.2. Creating opportunities in school and in pedagogical practice

2.3. Inter- and multiculturalism

### **3. Integrating specialised, subject and curricular knowledge**

The teacher is familiar with the basic concepts of the cultural fields and subjects s/he teaches, their development, connections, knowledge structures, methods of familiarisation and problem solving, curricular requirements, and the special features of learning the given subject, and thus s/he is able to create conditions under which the students can form their own adaptive knowledge and can apply it in practice.

The teacher strives to integrate her/his knowledge of the given area of study, the specific subject, learning theory and curriculum as efficiently as possible, and to manage the development of abilities and knowledge systems as a unit in order to make the best use of the opportunities for personality development that are inherent in the subject.

3.1. Specialised and subject knowledge

3.2. Curricular knowledge

### **4. Planning the pedagogical process**

The teacher is able to harmonise the requirements of the parents and other stakeholders in the school, curricular aims referring to the development of students' personalities, students' age, abilities, interests, previous knowledge and experience, social maturity and the characteristic features of the knowledge to be acquired, and thus s/he is able to plan her/his pedagogical work at the levels of local curriculum, syllabus, thematic plan and lesson plan.

The teacher is able to cooperate with colleagues and students during the planning phase, is able to analyse educational material and other resources for critical learning and to select appropriately to suit concrete aims; to make conscious use of the connections and interactions among the elements of the pedagogical process; to think creatively and flexibly by adjusting to the aims and to the given situation; to analyse and evaluate her/his plans reflectively.

### **5. Organising and managing the learning process**

The teacher is able to carry out her/his pedagogical aims and the learning-educational strategies which ensure the achievement of these;

S/he is able to select and carry out strategies appropriate to various aims; as well as methods and forms of organisation which enhance motivation, differentiation and active student participation, which develop students' capacity for thinking, problem solving and cooperation; s/he is also

capable of using appropriately and professionally both traditional and information-communication technology-based equipment, as well as digital teaching resources.

The teacher is able to organise the kind of learning environment which is required for calm, secure and successful learning by establishing a system of relationships based on mutual respect and trust, by developing and accepting cooperative principles and practices together;

The teacher is able to sustain continuous interest and attention, as well as to form and support independent, self-regulating learning, and to recognise and overcome learning difficulties which emerge during the process;

S/he attempts to harmonise students' activities during the lessons, after the lessons and outside school.

5.1. Selecting educational strategies

5.2. Ensuring appropriate conditions for learning

5.3. Preparing for self-regulated learning

## **6. Continuous evaluation of pedagogical processes and the development of learners' personalities**

The teacher is able to determine evaluative forms and methods which are appropriate to the different aims and levels of evaluation, by taking into consideration the significant effect that evaluation has on the organisation of the pedagogical process, the development of learners' personalities and the formation of their capacity for self-evaluation.

During evaluation the teacher is able to consider the aspects of differentiation and individualisation, and to encourage and enable learners to participate in the evaluation of their own development.

S/he is able to select means of evaluation which are appropriate to her/his aims, or prepare her/his own means.

6.1. Determining forms and methods of evaluation

6.2. Selecting and preparing means of evaluation

## **7. Professional cooperation and communication**

The teacher, as a member of a school organisation, is able to consider as partners and cooperate with students, colleagues, other school staff and parents, as well as experts who take part in the life of students and the school, institutions, organisations, according to the role they fulfil in the pedagogical process.

S/he is ready to ask for professional help in order to identify and solve conflicts and problems.

S/he is able to participate in the continuous development and evaluation of the school organisation with the knowledge of the unique features of organisational development and the relevant legal regulations.

S/he is able to engage in open and genuine communication in various professional situations according to the age and culture of the partners, is able to recognise and interpret her/his own difficulties of communication and develop herself/himself in this field.

7.1. Competences of professional cooperation – cooperation with the different participants in school life

7.2. Competences of efficient communication

## **8. Commitment and taking responsibility for professional development**

The teacher is able to determine and regularly redefine the professional role s/he takes, with the knowledge of teachers' roles and tasks as well as social processes, legal regulations and the ethical norms which influence them.

S/he makes efforts to improve her/his self-knowledge and own personality, to protect her/his mental health, and s/he is ready to make use of feedback from her/his environment for this purpose. S/he pays attention to how her/his own activities affect others, and based on this strives to improve her/his activity reflectively, as well as to continuously develop her/his professional standards.

S/he is able to find, interpret and use professional information, and pass it on.

With the knowledge of her/his own subject and the research methods of pedagogy, the teacher is able to participate in research work and developments related to the school, and to plan and carry out action research, as well as to interpret and apply research results in her/his educational work.

8.1. Accepting and practicing professional roles

8.2. Self-knowledge, self-reflection, mental health

8.3. ICT literacy

8.4. Research, development

Besides the detailed version of the above mentioned list of competences, several other resources were used when working out the content of standards, including research projects on teachers which describe the results of the development of teachers' work and competences; the analysis of international studies<sup>3</sup>, which enriched the content of competences in several cases (e.g. putting more emphasis on classroom communication, innovation, accepting social responsibility), and finally the experience which we have acquired as university teachers, mentors and teachers over the last few decades.

Considering all this, the working party broke the eight competences of teachers down to six levels (0. Before starting the TP, 1. The qualified teacher, 2. The certified teacher, 3. The experienced teacher, 4. The excellent teacher, 5. The master teacher). When working out the levels we took the level of

<sup>3</sup> International studies were published in a separate volume: Aptitude for a teaching career – competences – standards. An international survey (ed. Iván Falus) Eger, 2011.

preparedness that can be expected of a teacher at a given point in her/his teaching career into consideration, as well as the field of competence whose development the given period of preparation and teaching career can enhance. This enabled us to define the main characteristics of the levels of professional development (see 3: The individual levels of teachers' competences), on the basis of which we have worked out the levels of development of the given competence for each of the eight teaching competences.

- We made the completed working material available for national discussion, during which we received almost thirty useful sets of comments. We took these comments into consideration when working out the final version of the standards.

## 2. Considerations for development of teachers' standards

Working out teaching standards serves two purposes:

-Standards formulate attainable aims during continuous professional development/training, and thus help determine the direction of teachers' individual professional development, and help the teacher, and her/his employer, mentor etc. to successfully plan the strategic steps required for professional development.<sup>4</sup>

-Their other important function is to enable the establishment of competence levels – with the help of appropriate indicators and means of evaluation based on them, and thus they can contribute to the setting up of a pedagogical career paths.

When determining the levels of competence (standards), the development of knowledge, ability and attitudes must be examined together, in a complex way, although these competences develop and strengthen in different ways, at different rates.

Timing differences can be explained by:

- The different rate at which the three components of competences change (e.g. stable attitudes form more slowly, abilities develop in later stages, mainly as an effect of teaching experience).

- Different learning circumstances, from the training institution to the practice school, then via the work place to various further training courses, all ensure different learning environments for the development of each competence in individual.

-Various paths of individual professional development which can either slow down or accelerate the process of development for each competence.

Unevenness, shifts, differences in emphasis all direct our attention to the fact that when we talk about the general process and levels of a teacher's professional development we think more in terms of general tendencies than of rules.

Besides the criteria for each specific level it is crucial to interpret development as a process, so we consider the practice of continuous evaluation important as well (functional quality assurance, relatively short-term individual development plans, covering e.g. 1 year). The special features of the differences in development should be considered mainly when development is being encouraged, and they have to be followed throughout the process. When judging the levels, however, the development of competence as a whole should be considered.

It follows from the logic and characteristics of the process of professional development that none of the competence levels can be left out. *Levels cannot be jumped*, only, at best, reached faster. Judging by international practice we can suppose that the last two levels can only be expected from a relatively narrow circle of teachers.

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<sup>4</sup> Although the working party considers the planning and development of a support system for teachers' professional development especially important, the present document does not go into this topic. It does point out, however, the vital importance of working out a support system and harmonising it with the standards. Once the conditions for continuing work are set, we will develop detailed plan for a support system.

### *3. Levels of Teacher Competences, the Standards*

Five levels of teachers' professional development have been identified:

Level 1: Newly Qualified Teacher

Level 2: Fully-Certified Teacher

Level 3: Experienced Teacher

Level 4: Expert Teacher

Level 5: Master Teacher

Based on our practical experience, the period up to graduation (reaching Level 1) has been divided in two. A new "Level 0" has been included, which applies to trainees who had fulfilled the theoretical requirements before starting their TP. This level is called "0" as there is no outcome assessment yet. However, our research team has found it important to define when a trainee is properly prepared and can thus be allowed to start the full-semester TP. It follows that Levels 0 and 1 are closely linked, and helping the trainee to reach them is a responsibility shared between the training institution and the practice school, although with the division into two levels the division of tasks can be more clearly separated as well.

While it is important to state that the definition of professional development is based on reaching certain levels of competences, Levels 4 and 5 partially refer to outstanding standards in certain competences (e.g. talent development and management, research competences). A new assessment criterion has appeared (as an indicator): the scope of professional practice (regional, nationwide or international).

The major components of each level of professional development, based on which the competences are defined.

#### **Level '0': Pre-practice Trainee (beyond the theoretical phase of training)**

This level is to be reached before the trainee is allowed to start the TP, on finishing the theoretical and the short practical training phases. In the latest, post - 2005 system of teacher education in Hungary, theoretical, institution-based training is followed by a one semester TP (which, according to the latest changes, has been extended into a two-semester period). The TP is to be done in the context of an ordinary school, with the support of a mentor. The trainees' own previous learning experiences as students and the professional, pedagogical experience they have gained by observing their trainers as models during the initial training period can be also be regarded as an informal phase of preparation.

At this level the trainee:

- should possess theoretical knowledge to form the basis of the 8 competences, in particular those which are closely related to teaching and education.
- must have their own educational views and beliefs, a professional concept of teaching based on their pedagogical observations, reflections and analysis.
- should identify with the role of being a teacher, and carry out the task of teaching lessons with increased confidence.
- would primarily develop their competences as a result of lesson planning, teaching the lessons, post- lesson discussion and reflection.

#### **Level 1: Newly Qualified Teacher**

This phase starts with the school based TP, extends beyond its successful completion and ends with graduation, earning a teacher's MA-level degree.

Based on their theoretical knowledge and practical experience, teachers at this level have an increased awareness of the characteristics of the profession. They understand pedagogical aims and how to fulfil them, and they are informed about the school as an organization. They feel increasingly secure in their role, but they still need a mentor's help<sup>5</sup>. In this phase the teacher focuses primarily on working at class-level, aims at taking the students' needs into consideration, and is able to reflect on and analyse the teaching experience professionally, but objective assessment is still a problem.

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<sup>5</sup> In the case of TP that lasts for a full academic year, the trainee may become more involved in the organization of the school, perform tasks at school level, and try out alternative teaching skills, competences and routines.



## **Level 2: Fully-Certified Teacher**

This level can be reached after a successful probationary period of 2 years, which also means that the teacher is qualified to follow the profession.

Coherence of knowledge, skills and attitudes can be expected at this level. The teacher demonstrates all the competences needed to practice the profession. The teacher is able to work independently, reflect and draw the necessary conclusions. The teacher recognizes the broader pedagogical context (the psychological, sociological and cultural elements), is able to establish these links and use them in his/her pedagogical activity. The teacher is aware of the broader organizational and social context of the profession. The teacher is willing to cooperate with colleagues in order to develop the school, becomes integrated into the professional community (e.g. becomes a member of teachers' associations, takes part in conferences and in-service training).

## **Level 3: Experienced Teacher**

In order to reach this level, a certified teacher would need at least 4-5 years of teaching experience. There might be personal differences. This level is expected of every teacher according to her/his individual rate of development and amount of practice. Assessment may be carried out at a time or at different times suggested either by the teacher, or by the institution (by the Director).

The teacher's educational activity is effective. The teacher is committed to innovation, is able to develop teaching and learning strategies, his/her practice is student-centred and learning centred. The teacher has a constructive and critical understanding of the institutional and social context of the profession. The teacher aims at collaboration and professional support, is willing to share experiences with colleagues at institutional level. The teacher knows how to pursue continuous, professional self-development, understands the need for in-service training and attends relevant events.

## **Level 4: Expert Teacher**

There is no time limit for reaching this phase of development, nor is it a requirement for every teacher. This title has to be applied for: the application may be handed in by the teacher, the employer or any related personnel (the teachers' or the parents' associations or local, regional professional organizations etc.)

The teacher is able to pursue certain pedagogical activities at an outstanding level, has a well-grounded theoretical knowledge, practical skills and attitudes (e.g. Developmental Pedagogy, Talent Development, Arts, Community activities, study programmes, developing 'best practice' etc.) This teacher is committed to providing professional support for others (mentoring, giving in-service training etc.) and sharing his/her knowledge and experience with the members of broader (regional, national) professional communities.

## **Level 5: Master Teacher**

This is the highest level of the profession, beyond the expert teacher's level. This title must be applied for, as in the case of the Expert Teacher, see above).

The highest level of professional self-actualisation that can be reached through developing a particular, specific area of professional competence or activity, the results of which need to be made available nationally or internationally (nationwide curriculum development, course book writing, materials development, working out an assessment scheme, teacher training, planning and piloting an innovative school programme). A teacher with outstanding research results in a subject area or in Education is also regarded a Master Teacher (e.g. a holder of a PhD).

The phases of development described above can be best illustrated with the help of a single sub-competence, 8.3. (Research – Development - Innovation):

**Level 0**

The teacher is able to explore, analyse and understand professional literature, research results and developments.

The teacher is able to use simple research methods.

**Level 1**

The teacher recognizes specific areas, situations and topics for professional self-development, is aware of the need to consult relevant professional literature and knows how to integrate these findings into improving his or her everyday job.

**Level 2**

The teacher knows how to apply the latest research results in teaching, is aware of the problems that need further development. To this effect, the teacher is able to plan, carry out and analyse a small scale research project for the purposes of problem solving. The teacher is able to take part in local innovations and research with the help of professional support.

**Level 3**

The teacher is able to lead school-based research projects (e.g. action research), to lead and support teams, knows how to apply for and implement projects.

The teacher takes an active role in innovation (organization development, curriculum development), is able to analyse results and discuss the results with colleagues.

The teacher knows how to document and share the results of development.

**Level 4**

The teacher is able to manage large-scale research projects, innovation and developments, knows how to disseminate the results at national and international conferences and forums.

**Level 5**

The teacher is aware of the problem areas for research in the subject field and at the level of general education. The teacher is able to do scientific research and earn a doctoral degree.

#### *4. The evaluation of standards*

The aim of assessing standards (levels of competences) may be two-fold: the judgement of professional competences as such or the assessment of professional development based on competences. It can also be stated that the judgement of competence levels cannot be done without giving regular feedback to trainees and teachers on competences and thus supporting their professional development. The occasions for competence assessment which are organized once every 2, 3 or 5 years may only be successful if the trainee receives regular feedback, if their work is being discussed and reflected on and if

there is a plan for individual professional development during the preparation periods, TP or probationary years. Besides, however, during the summative assessment of a developmental phase the importance of carrying out competence diagnosis is emphasized in addition to evaluation and assessment, which then leads to the creation of professional development plans.

One of the key components of professional development and thus of the judgement of professional standards is reflection: whether trainees and teachers are able to reflect on feedback, assessment, and how they can discuss, interpret and analyse elements for further development. The observation and evaluation tools collected and created during the research will contribute to professional discussions and promote self-reflection, offering coherent points of reference. In the present phase of the research we have focused on developing indicators and assessment tools that support the evaluation of standards. What we have barely started working on is the development of a set of criteria to support evaluation, feedback, self-reflection and professional discussions.

The research team has aimed at taking into consideration the following professional concerns and basic principles while developing indicators and tools for assessment:

- The number of indicators for each level of competences/standards has been kept as low as possible.
- Among the many possible instruments for assessment only the basic ones have been worked out so far: the ones which can be applied to most areas of competences. Thus, these are not regarded as exhaustive. Moreover, further sources of information have been listed in connection with indicators, which are also suitable for the evaluation of the given standard.
- In most cases both the competences and their indicators are closely related to each other: they form a sort of network and thus cannot be separated easily from each other. As a result, decisions have been made to include certain elements of competences in only one or another area of competences.
- Efforts have been made to establish a multi-focussed approach in order to increase reliability when defining the level of professional competences. The criteria for evaluation according to the levels of standards/competences have been worked out from several points of view: the supervising teacher's, the mentor's, the trainer's, the students' and that of the teacher, as well.
- As far as possible the criteria on different self-evaluation sheets for students, trainees and teachers have been standardised in order to further support professional discussions related to assessment.
- Since several people are involved in the process of assessment, the indicators have been phrased so as to make them clear and understandable also for educators, members of management or external evaluators.
- The assessment of professional competences and the establishment of goals for personal-professional development are never independent of a given institution's priorities and needs. Thus, ongoing professional communication in this matter is very important.

## *5. Standards and Teacher Education*

The Qualification Requirements for Teachers define the objectives of teacher education and makes it clear for trainees what professional standards they should achieve by the end of their training. The set of Learning Outcomes for teachers defines the competences a graduating, newly qualified teacher is expected to demonstrate. These standards and competences may be defined and described in different ways. (In an ideal case, a unified system of standards and competences is applied, including the phases of pre-service and in-service training, where the learning outcomes constitute graduation standards.) The training curriculum and all the subjects are worked out on the basis of these Qualification Requirements. In 2005, when these requirements were formulated, the fairly detailed content descriptions of competences were already available. Although these descriptions provided a reliable background for the definition of qualification requirements, further data analysis had to be carried out so that the results, included in this volume could be published. At that time the competences were not broken down to levels, so it was impossible to state clearly which indicators were to be assessed with the help of what types of tools in order to take reliable decisions on whether to issue a teacher's degree or what the content of the training programme should be. In addition to having completed these tasks, the establishment of a new level, Level 0 was also justified. This new level provides a unified system of indicators to enable trainers and supervising teachers to decide more easily whether a trainee is allowed to start the school-based teaching practice. It is also hoped that these assessment tools and sets of indicators will help to decide on

areas or competences for individual development. The collection of assessment tools is published in a separate volume (Kotschy, 2011).

## Conclusions

Working out the standards, as we mentioned earlier, has been a multi-functional activity. It is our firm belief that these standards are important tools not only for planning professional development for trainees and teachers, but also for identifying training objectives for both pre-service and in-service teacher training. Moreover, they have proved to be helpful tools for individual support and planning autonomous development.

We believe that the concept of the Teacher's Career Model offers far more than mere identification with the teachers' salary scale. Standards are needed for colleagues involved in decision-making process to be able to decide on promotion with a reasonable degree of objectivity. If the standards are broken down into suitable indicators and tangible activities, and if suitable tools for assessment are available, promotion for teachers will become more transparent, based on similar criteria nationwide. We also believe that standards and indicators should prove especially helpful when the question of whether the teacher deserves full certification arises. This major decision, taken at school level, profoundly affects the teacher's career, and its possible consequences further underline the importance of taking it on the basis of a unified set of criteria across the country.

We believe that a successful Teacher's Career Model not only makes it possible to assess standards, but also contributes to the establishment of the subsequent phases of professional development, including individualized plans. Therefore, assessment helps teachers to take a personal role in defining their areas and paths of professional development. It is only fair to define a teacher's professional standard if his or her professional development is supported, including personal-professional support, or by providing tailor-made in-service training courses.

Naturally, we do not believe that the above teacher standards should be regarded as the sole basis for decisions concerning promotion. The standards are there to assist with the assessment of professional knowledge, commitment and skills based on the day-to-day activity of the teacher to be evaluated. The system of teacher evaluation presented in this volume takes into consideration the following: the teacher's knowledge and performance, how it is seen by colleagues, students and parents, including the students' achievement. In order to decide on promotion, the teacher's work culture and level of activity should also be considered in various extra-curricular tasks. In other words, any decisions should be based on a combination of the teacher's preparedness and the efficiency and quality of her or his professional activity.

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## A TANÁRI FEJLŐDÉS SZTENDERDJEI ÉS A PEDAGÓGUS PÁLYAMODELL

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Kulcsszavak: tanárképzés, szakmai fejlődés, pedagógusértékelés, karrier.

#### A project céljai:

A tanári kompetenciák rendszerét a tanárképzők egy csoportja 2005-ben dolgozta ki.

A kompetenciák a magyarországi kompetencialapú tanárképzés kimeneti követelményeiként szolgáltak.

Hamarosan észre vettük, hogy a kompetenciák megfelelően leírják a tanárképzés fő irányait, de nem eléggé pontosak ahhoz, hogy exact módon meghatározzák a fejlődés különböző szakaszaira jellemző tudás, attitűd és

képesség szinteket. Ezért határoztuk el, hogy kidolgozzuk az egyes szinteket leíró sztenderdeket, ezek meglétének kritériumait és a mérésre szolgáló eszközöket.

#### **Módszerek:**

A szükséges adatok gyűjtése céljából négy módszert alkalmaztunk:

- a tanárképzésre, a kompetenciákra, a tanárértékelésre vonatkozó nemzetközi szakirodalom elemzése
- a tanárképzésre és a tanárértékelésre vonatkozó gyakorlat elemzése a következő országokban: United Kingdom, the Netherlands, Sweden, Finland, Germany, France, Italy, Spain, Austria, Romania, and the United States,

intejük tanárokkal, iskolaigazgatókkal, tanárképzőkkel,

- szakértői workshopok.

#### **Eredmények:**

Az első fázisban feltártuk és részletesen leírtuk a tanárok alábbi nyolc alapkompenciáját:

1. A tanulók személyiségének fejlesztése
2. A tanulócsoporthoz fejlesztése, támogatása
3. A szaktudományos, tantárgypedagógiai és a pedagógiai ismeretek integrált alkalmazása
4. A pedagógiai folyamat tervezése
5. A tanulási folyamat szervezése és irányítása
6. A tanulási folyamat és a tanulói személyiség fejlődésének folyamatos értékelése
7. Szakmai együttműködés és kommunikáció
8. Elkötelezettség és felelősségvállalás a tanár saját szakmai fejlődéséért

A munka második fázisában a szakmai fejlődés hat szakaszát különítettük el egymástól

0. szint – a gyakorlótanítás megkezdése előtti szint

1. szint - a diplomás tanár szintje
2. szint – a véglegesített tanár szintje
3. szint – a tapasztalt tanár szintje
4. szint – a kiváló tanár szintje
5. szint – a mestertanár szintje

A tanulmány bemutatja a fenti szinteknek megfelelő kritériumokat és értékelési eszközöket. A sztenderdek fenti rendszere alapul szolgál a tanárképzési programok, a bevezető szakasz és a folyamatos szakmai fejlődés programjainak, valamint a különböző szinteken megvalósuló tanárértékelés meghatározásához.